

Members

Rep. Greg Porter, Chairperson
Rep. Paul Robertson
Rep. David Orentlicher
Rep. Robert Behning
Rep. Phyllis Pond
Rep. Jeffrey Thompson
Sen. Ron Alting, Vice-Chairperson
Sen. Gary Dillon
Sen. Jeff Drozda
Sen. Billie Breaux
Sen. Connie Sipes
Sen. Timothy Skinner



INTERIM STUDY COMMITTEE ON EDUCATION ISSUES

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MEETING MINUTES¹

Meeting Date: October 12, 2004
Meeting Time: 10:00 A.M.
Meeting Place: State House, 200 W. Washington
St., Room 404
Meeting City: Indianapolis, Indiana
Meeting Number: 3

Members Present: Rep. Greg Porter, Chairperson; Rep. Paul Robertson; Rep. David Orentlicher; Rep. Jeffrey Thompson; Sen. Ron Alting, Vice-Chairperson; Sen. Jeff Drozda; Sen. Billie Breaux; Sen. Timothy Skinner.

Members Absent: Rep. Robert Behning; Rep. Phyllis Pond; Sen. Gary Dillon; Sen. Connie Sipes.

Chairman Porter called the meeting to order at 10:14 a.m. Committee members who were present introduced themselves and the district that they represent.

Mentor Indiana

First Lady Maggie Kernan presented information (Exhibit 1 - 2) concerning Mentor Indiana. She advised the Committee that Mentor Indiana is a preparatory program for middle

¹ Exhibits and other materials referenced in these minutes can be inspected and copied in the Legislative Information Center in Room 230 of the State House in Indianapolis, Indiana. Requests for copies may be mailed to the Legislative Information Center, Legislative Services Agency, 200 West Washington Street, Indianapolis, IN 46204-2789. A fee of \$0.15 per page and mailing costs will be charged for copies. These minutes are also available on the Internet at the General Assembly homepage. The URL address of the General Assembly homepage is <http://www.ai.org/legislative/>. No fee is charged for viewing, downloading, or printing minutes from the Internet.

school students across Indiana. In the 2004-2005 school year the program hopes to achieve the following goals: (1) match 1000 7th-grade students with 1000 mentors from businesses, trade unions, and community organizations statewide, forming a public-private partnership, (2) train mentors to help prepare the students for the challenges of choosing a high school curriculum, making decisions about post secondary education, and facing the demands of the 21st Century economy, (3) bring awareness to the program across the state, (4) bring in more business to participate and (4) place the program on the agenda for the Indiana Education Roundtable (Roundtable) to discuss and study. The program will target 15 middle and junior high schools from 12 Indiana communities. The program has partnered with the Gear Up program which receives a grant for mentoring. The program has also partnered with the State Student Assistance Commission to provide information and access to the 21st Century Scholars program.

In response to questions from the Committee, Mrs. Kernan discussed the following issues: (1) the process used by the program to determine which schools will participate in the program, and (2) the late start this fall because of ISTEP.

State Educational Mandates

Chuck Little, Indiana Urban School Association, presented information (Exhibit 3 - 4) concerning the fiscal impact of the Roundtable's proposals involving high school diploma requirements in the context of making Core 40 the default curriculum. Mr. Little's report included a survey involving 21 high schools across the state of Indiana. The principals of the schools were instructed to do the following: (1) base estimates on having 85% of all students completing the Core 40 curriculum, (2) assume that the proposed changes are in place for all current high school students, (3) make estimates realistic, credible, and defensible, and (4) factor in the lower number completing the minimum diploma given that 85% will be on the Core 40 track. Mr. Little's report concluded that there is a significant cost factor related to the Roundtable's proposals.

In response to Mr. Little's report, the Committee discussed the following issues: (1) the elimination of elective classes, (2) the impact on vocational, technical, art and foreign language curriculums, (3) minimum high school requirements to be accepted into four year institutions, (4) academic honors diplomas, and (5) emphasizing math and English in school versus exposing students to a variety of areas of study .

Lowell Rose, Indiana Urban School Association, presented information (Ex. 5) concerning the impact of schools that are in improvement status and are being sanctioned under the No Child Left Behind Act (NCLB). Mr. Rose's report included data for 77 schools across Indiana. Mr. Rose commented that all of the schools labeled as needing improvement are located in urban school districts and are characterized by a high percentage of free or reduced price lunch and/or minority students. He concluded that there needs to be: (1) a special commitment from the schools combined with a committed and cooperative approach from all groups responsible for and concerned with child development, and (2) formal interventions before the students reach school.

The Committee agreed to discuss HB 1861 and possible bill drafts to be introduced for the 2005 session at the next meeting on October 26, 2005, at 10:00 a.m. in Room 404 of the Indiana Statehouse.

The meeting was adjourned at 11:46 a.m.